

# Kidsunlimited Nurseries - East Barnet

Inspection report for early years provision

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**Unique reference number**

EY416859

**Inspection date**

11/02/2011

**Inspector**

Carolyn Hasler

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Kidsunlimited Nurseries in East Barnet was registered in 2010. It is part of the KidsUnlimited Limited group of day care nurseries. It operates from a building in East Barnet in Hertfordshire. All children have access to a shared enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for the whole of the year.

The nursery is registered on the Early Years Register. A maximum of 87 children may attend the nursery at any one time. There are currently 119 children aged from 3 months to five years on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities and a number of bilingual or children who use English as an additional language.

There are 26 members of staff, 18 of whom hold early years qualifications to at least level 2. The nursery offers funded places.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This setting offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall, the setting has effectively introduced the Early Years Foundation Stage into their practice. In most instances, fully effective observation and assessment processes are in place. There is a consistent approach to service improvement. All staff are enthusiastic and motivated, and understand the importance of continual improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further staff understanding of educational programmes to include valuing parents' knowledge of children's achievements prior to their start date
- review risk assessments to ensure there is room to record any additional information that may need to be considered .

## The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children, and demonstrates good knowledge of safeguarding procedures. For example, key people are able to confidently talk about the different areas of abuse, their signs

and symptoms and the action they take to safeguard and promote the welfare of children. The entire team have undergone safeguarding training within the last six months. Key people understand their responsibility to ensure that children are collected safely. The setting has a robust recruitment procedure; visitors to the setting are required to show identification and record the purpose of their visit. Documentation, including risk assessments, meets requirements but lacks space to add additional information.

The setting has maintained a programme of training on childcare issues, and shows interest in continuing this to address areas of weakness. There are a number of qualified early years childcare professionals. Their qualifications range from National Vocational Qualifications in level two, to levels three and four. New members of staff undergo induction through the company by their early years managerial team, who recognise the bespoke nature of each of their settings and are practised in delivering this training. The company recognises the need for management training for room leaders to support their extended responsibilities and duties. Regular team meetings ensure that all members of staff are kept up-to-date with policies and procedures and changes in practice. All members of staff are encouraged to access both in-house and local authority training. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall, outcomes related to children's progress in relation to their starting points are good. The leadership and management team recognise there are some areas for improvement to address, and are in the process of developing stronger starting points influenced by parents' knowledge of their children's development. However, this has not yet been shared with the key people who are working with children. Resources are good, fit for purpose and able to support children's learning and development. Planning and use of resources is good; key people understand the importance of modelling how to use resources, and provide appropriate language to support children's learning in all six areas. Planning is inclusive of children's interests. Individual learning journeys are evaluated well. The overall environment is conducive to learning and is safe and well cared for. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and environment are sustainable.

Adults appropriately and actively promote equality and diversity. Overall, the setting improves outcomes for children and takes effective steps to close identified achievement gaps. The development of children in relation to their starting points is good. The setting has identified where further improvements can be made to overcome any remaining variations in children's progress and has good strategies in place to tackle them. All key workers have a good knowledge of each child's background and needs. There is a diverse community who use the setting and key people speaking six different languages. They make the most of diversity to help children understand the society they live in. They do this through involving parents and by providing lots of exciting activities for children to become involved in, which help them to value their own and other people's cultures. Visual time tables, dual language books and signs around the setting help children feel valued. Adults

identify children's needs for additional support as early as possible. They share information and records with colleagues and parents, where appropriate. Individual educational plans focus on helping children to meet their full potential.

The leadership and management team take account of the views and suggestions of key people, parents and children when putting together their self evaluation. There are high expectations of key people to work towards, and sustain, ambitious targets. Those in charge hold a vision for the future of the service and an accurate understanding of strengths and weaknesses of the setting. Where weaknesses have been identified, they are able to put effective strategies in place to implement change.

The setting has highly positive relationships with all groups of parents and carers. Their relationships are well-established ensuring each child's needs are met; for example, key people working with under twos share home-to-nursery diaries. All key people make time to provide parents and carers with verbal feedback at the end of the day. In addition, parents are invited to telephone and use e-mail and text messages to keep in touch. Potential parents are invited to look around the setting so that they can make informed decisions about childcare. Several times a year, parents and carers are invited to attend parents evenings. This time is used to keep parents informed about the Early Years Foundation Stage, and how their children are observed and assessed to plan for their learning and developmental needs. Parents have access to notice-boards, and policies and procedures. Parents are active in contributing their views to this setting through questionnaires, suggestion box comments and by visiting the open door of the setting's manager. In addition, they play an important roll in contributing to their children's development by getting involved in themes and topics and extending these into the home.

The setting establishes relationships with other early years providers. For example, they establish key relationships with local schools during transitional periods for pre-school children who are leaving. In addition, they value relationships with other key professionals who have a strong contribution to children's achievements and well-being.

## **The quality and standards of the early years provision and outcomes for children**

Children are motivated and interested in a broad range of activities. They independently engage in learning, taking responsibility for choosing what they do. Their interests are acknowledged, valued and extended; these are incorporated into all areas of learning. As a result, young children are happy at the setting and make good progress towards the early learning goals. Children's welfare is promoted. Babies and very young children's home routines are integrated into the setting, ensuring that their individual needs are met. Children actively develop the personal qualities and skills for building healthy and safe futures.

Children show a good awareness of what constitutes a healthy lifestyle. Older children can use toilet areas independently, most are able to manage clothes and are familiar with the sequence of using the toilet and washing hands. Under twos are dependent on key people for personal hygiene tasks. However, good modelling by staff and older peers, and taking part in hygiene routines help them to learn and develop future skills. Children are provided with choice and their independence is encouraged around meal times. They take responsibility for dishing up their own food choices. Under twos are developing awareness of their difference senses and enjoy meals and snack times as they attempt to independently feed themselves enjoying the texture, smell, sight and taste of new foods. Children enjoy a range of physical play opportunities; this includes negotiating a varying range of climbing and balancing equipment, access to tricycles, bicycles and trolleys and movement to music. Older children move around their environment negotiating tables and chairs with confidence. They have good fine motor skills. Under twos are active within their play; they are moving around with confidence using varying degrees of skills, such as rolling, stretching, sitting up and taking first steps. They have a range of challenging equipment to help them gain confidence in practicing these skills. All children have opportunities to be physically active both inside and out.

Children show a strong sense of security and feel safe within the setting. They have high levels of support from key people who aid children in engaging others and encourage independent learning. Children understand and comply with standards of behaviour in order to keep themselves and others safe. Key people support children's development of what is acceptable behaviour through sensitive intervention and discussion about emotions and friendships. Children are learning how to use a range of tools and equipment safely such as scissors, glue sticks and rulers. They are learning about safety through their games; for example, children are learning to stop and go and associate these words with the traffic signalling colours. Children are confident and are provided with opportunities to communicate their thoughts throughout their day. The good adult interaction and organisation of routines help children to gain a strong sense of security.

Children show an extremely strong sense of belonging to the setting. They settle well and are confident and self assured. They develop excellent relationships at every level with both key people and their peers. This shows in their caring attitude towards others. Children are fiercely independent and value opportunities to try things out for themselves. Their opinions are valued and encouraged; they understand that key people will show patience and understanding to assist them in their challenges. Children show an excellent awareness of responsibility within the setting. For example, they help tidy up and generally show helpfulness towards others. All children are valued and their experiences help them to value others for their differences. Their home languages are welcomed and encouraged into the setting and their uniqueness and traditions are celebrated. Children take part in a range of activities and discussion to build awareness of diversity within their own communities.

Babies and young children are able to communicate their needs through a series of babbles, gurgles, cries and squeals. Key people working with children under the age of two years use lots of simple language around them to support their developing communication skills. All children have access to a suitable range of

books and other resources to stimulate children's inquisitive nature and provide topics of conversation. Children show interest in books and enjoy individual time with staff, looking at and engaging in story telling. The environment is rich in signs, symbols, notices, numbers, words, rhymes, pictures, music and song which generates questions and makes connections across all areas of learning and development. Opportunities to mark-make help children to practice the skills for writing. Some of the older children have emerging skills in drawing symbols and marks which represent words. Many children can recognise their own names written down and associate their written names with their photograph. A range of resources, such as construction equipment, shape sorters, matching games, weighing and the use of calculators, provide children with opportunities to problem solve. Children are focused on learning about shape and colour. Mathematical language is used with children as they lead play, supporting and extending language skills. Children have a range of props, such as telephones and tills, which they can use in role-play. In addition, children have access to a well equipped information, communication and technology area where they are active in exploring and gaining skills in using computers. Babies have a range of interactive resources enabling them to explore buttons and levers and work out how things respond to their actions. In addition, they have access to a range of treasure box resources to encourage their sensory development. Children are able to observe, experience and absorb the world they live in and interact socially with others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 2 |

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